CBE Award for Excellence in Research Supervision

Evidence of successful supervision.
This may include: inducting research students and ongoing clarification of mutual expectations; introduction to the department, meeting with other students and researchers and discussion of supervisory process; mentoring research students for career development; flexibility of approach to supervision and sensitivity to the diverse needs of students including those from equity groups; provision of appropriate pastoral support; regular monitoring and evaluation of the supervisory relationship including composing and managing the supervisory panel.

Fostering a climate of intellectual rigour to promote research work of sound standing and the development of a skilled, knowledgeable and ethical researcher.
This may include: developing a research program that attracts and maintains high quality candidates; encouraging students to attend and participate in school seminars, encouraging and assisting candidates publishing during their study; facilitating student networking with national and international researcher colleagues; developing independent, ethical researchers; ensuring that students access appropriate learning opportunities (e.g. workshops, data sources).

Guidance in planning and undertaking the research process including setting and maintaining clear mutual expectations between student and supervisor, provision of regular feedback on progress, and meeting milestones.
This may include: providing resources, coursework and research plan design; developing students' theoretical, analytical and methodological skills; developing students' research, writing and communication skills; monitoring student progress e.g. through regular meetings, annual reviews and plans; constructive and timely comment on written work e.g. chapter drafts, working papers, journal manuscripts; constructive and timely feedback on candidate presentations e.g. proposals, seminars, conferences; oral feedback; selecting appropriate examiners and supporting students during and after the examination process.

Developing a climate of intellectual engagement with a broad scholarly community
This may include: modelling a scholarly approach to research in a global context; encouraging students to access a range of research scholars and projects nationally and internationally, providing opportunities for students to work in an international context through exchanges, meetings, and collaborative work; providing career support and opportunities at a national and international level, leading or contributing to an effective supervisory panel; facilitating a balanced panel; taking responsibilities for particular roles on a panel.

Systematic and scholarly approach to professional development of supervisory academic practice and skills.
This may include: advanced skills in evaluation and reflective practice; participation in professional activities related to research supervision; coordination, management and leadership roles in relation to research supervisions; conducting and publishing research related to research supervision; leadership through activities that have broad influence on the profession, department, school and research candidates; contribution to relevant policy development.